U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13TN1

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	☐	☑	☑	☐

Name of Principal: Ms. Janice Womble

Official School Name: Thomas Magnet School

School Mailing Address: 515 Tate Avenue
Shelbyville, TN 37160-3288

County: Bedford State School Code Number*: 0200078

Telephone: (931) 684-6818 E-mail: womblej@bedfordk12tn.net

Fax: (931) 684-7174 Web site/URL: http://thomasmagnet.tn.bcm.schoolinsites.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Mike Bone Superintendent e-mail: bonem@bedfordk12tn.net

District Name: Bedford County Schools District Phone: (931) 684-3284

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Amy Martin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
   - 8 Elementary schools (includes K-8)
   - 2 Middle/Junior high schools
   - 3 High schools
   - 0 K-12 schools
   - 13 Total schools in district

2. District per-pupil expenditure: 7858

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	45	26	71
K	28	32	60
1	26	37	63
2	27	29	56
3	34	30	64
4	32	30	62
5	31	27	58
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			434

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
2 %	Asian
7 %	Black or African American
20 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
68 %	White
2 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred ***to*** the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred ***from*** the school after October 1, 2011 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2011	434
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 11

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Gujariti

9. Percent of students eligible for free/reduced-priced meals: 36%

Total number of students who qualify: 159

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 15%

Total number of students served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

9	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	10	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	1	Visual Impairment Including Blindness
3	Multiple Disabilities	17	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	23	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	6	1
Paraprofessionals	10	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	12	0
Total number	52	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The mission of Thomas Magnet School is to provide an environment that will challenge, enrich, and nurture students' ability to achieve success by means of offering an accelerated curriculum that enables all students to succeed through exploration, leadership, and technology. It is the school's vision to develop citizens that create an enduring and positive impact on any endeavors they pursue.

Thomas Magnet School (TMS) is located in the rural community of Shelbyville in Bedford County, Tennessee. The local community is small with a population in Shelbyville of approximately twenty-thousand people. The town's agricultural production, including the Tennessee Walking Horse industry, is an integral part of the students' heritage. Local traditions in the community include The National Walking Horse Celebration; parades to commemorate Veteran's Day and Christmas, and supporting the former national championship Golden Eaglettes from Shelbyville Central High School.

The persistent focus on long-term goals and success for each student as a citizen drives the Thomas Magnet community as a whole. The warm, welcome feeling of Thomas encourages parents and community members to engage in the educational experiences offered to the students. This particular approach to education sets the tone for a life-long love of and desire for knowledge. The contributions made by all stakeholders establish Thomas Magnet as a leader in the educational community.

Above all of the traditions upheld in Bedford County, none is more honored and valued than that of a quality education. The Thomas Magnet staff rises to this challenge by offering a variety of educational experiences to enrich students and empower them to expand their horizons. Students learn to express their thoughts and opinions by communicating openly during Paideia Socratic Seminars. Students explore learning through hands-on experiments and projects during enrichment classes. These student products are displayed and admired by parents and other community members during TMS's annual Showcase Night.

Learning experiences to meet all types of learning styles and strengths are evident in the curricula and programs of TMS. A spring musical production exhibits the musical and dramatic talents of the students, with even the set designs decorated and painted by students. In addition to traditional courses such as art, music, and physical education, students participate in Chinese culture classes taught by a teacher from the Confucius Institute. Through Mandarin language lessons and an introduction to life in the Chinese culture, students are exposed to a global view at an early age.

As an academic magnet school, TMS maintains very commendable scores on standardized testing and an outstanding reputation in the educational realm due to the forward-thinking approach to educational programming and learning that exists at Thomas Magnet. The desire for parents to send their children to Thomas has resulted in a waiting list for students in all grade levels. Based on state testing scores in the State of Tennessee for the spring of 2012, Thomas Magnet School was named as a Tennessee Department of Education Reward School, scoring in the top five percent of schools in the state for both achievement and growth scores. TMS was also recently named a National Title I Distinguished School in the category of exceptional student performance for two or more consecutive years.

The motivation of all members of the Thomas Magnet School family to provide each individual student with the best possible education is the secret to both the school and students' success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. As a part of the Tennessee Comprehensive Assessment Program (TCAP), all students in third, fourth, and fifth grades are assessed annually to determine their proficiency in reading/language arts, mathematics, science, and social studies. The ultimate expectation at TMS is for all students to reach the level of proficient or advanced on these state assessments. As the school develops the current magnet program, that goal is becoming a more attainable goal.

Currently, the school-wide proficiency levels for reading/language arts are 95% proficient or advanced. In mathematics, the school-wide proficiency levels are 94% proficient or advanced. These are the two areas that the state of Tennessee focuses on for accountability. However, at TMS, due to the holistic approach to education, great importance is also placed on science and social studies. The school-wide proficiency levels for science were 96% proficient and advanced and all students, 100%, at TMS were proficient or advanced in social studies.

In addition to the achievement portion of the TCAP, fifth grade students also participate in a state-wide writing assessment that is scored on a five point rubric. TMS fifth grade students averaged a 4.5 - the TMS goal - on this writing assessment, while there was a state average of 4.2. Students met the expectations set for the writing assessment, as 4.5 was the goal that had been set for the students in fifth grade.

B. The current level of student performance at TMS has improved at a most impressive rate. Analysis of the data provided for third, fourth, and fifth grade indicates that there has been significant improvement in student achievement from the 2009-2010 school year to the 2011-2012 school year. Data provided in the data tables from 2008 and 2009 cannot provide accurate comparison to the latter three years, due to the revision of the Tennessee State Standards. Although the proficiency levels from these years appear to be higher, the standards assessed were less rigorous, therefore, inflating the performance levels. For valid comparison purposes, only data from the 2010-2012 years will be addressed.

By examining the data for TMS in reading/language arts and mathematics for third, fourth, and fifth grades, similar growth trends can be identified. The increases in these grade levels, in both subjects, have been steady and significant. This growth and the high levels of proficiency validate many of the instructional and curriculum decisions made at TMS to further the development of these high-achieving students.

In the subject of reading/language arts, there was a steady increase in students who were proficient and advanced from 2010 to 2012. In 2010, the first year of Tennessee's revised curriculum and assessments, the proficiency levels at TMS were 79% proficient and advanced. There was an increase in 2011 to 83% and in 2012 the percentage of students that were proficient and advanced exceeded 95%. This increase of 16% from 2010 to 2012 represents a significant rise in student performance in the area of reading/language arts. There was also a decrease in the number of students that were below basic. For example, in 2010 there were 2% of students that were in the below basic level. By 2012, there were no students that fell into this lowest classification.

Even greater increases in mathematics can be recognized during this same time span. In 2010, the proficiency levels in mathematics averaged 72% across the school. In 2011, this proficiency level increased to 83% and then to 94% in 2012. This represents an overall increase of 22% of students reaching the classification of proficient or advanced from 2010 to 2012. The movement between proficiency levels is also evident in mathematics. For instance, in 2010 the percentage of students that

reached the advanced threshold was 32%. By 2012, 57% of students were advanced in mathematics. This marks a 24% gain in this classification alone.

There are several factors that attribute to the growth represented in data provided. One important decision that led to increased student performance was departmentalization in all tested grade levels. This has allowed teacher focus and refinement in lesson planning and instruction. Also, the utilization of Professional Learning Communities (PLCs) has assisted teachers in maintaining concentration on student needs and performance. When student needs are identified, the related arts team provides individual and small group intervention in order to ensure student mastery.

The constant focus on student mastery and performance at Thomas Magnet School keeps all stakeholders working toward the same goal; individual student success.

2. Using Assessment Results:

At TMS, data is used regularly and systematically in order to provide the optimal educational experience for each student. Screening assessments are administered to each student upon their entrance to the school. These screening tools are used to put students in the most appropriate placement, as students are ability grouped in all tested grade levels. These screening tools, along with results from the Tennessee Comprehensive Assessment Program (TCAP) achievement exam, and the STAR Reading Enterprise Assessment are used to group students before they receive their first moment of instruction for the year. This preparation allows for the maximizing of instruction and student learning.

During the school year, formative assessments are given and used as a tool for teachers and students to gauge the current performance levels. The Classworks assessment is the current adoption of Bedford County schools that is given to monitor student mastery and growth. A custom assessment that is aligned to the current Tennessee state standards is given twice in the fall and twice in the spring. The first administration is given as a pre-assessment at the beginning of each semester. The second administration serves as an indication of the mastery levels of each student. This data is the first tool used to identify students that may need additional support and intervention. In addition to this more formal assessment, teachers give additional informal assessments and checks for mastery. Both Classworks and other formative assessments are discussed at length in Professional Learning Communities (PLCs) where students are identified for their need for additional support.

Teachers use the data, both formal and informal, to formulate their instructional decisions. Material that may be below mastery for numerous students is retaught and addressed in small group instruction. Differentiation within the current classroom structure is the first avenue to help students reach mastery. For students that are struggling in multiple skills, additional intervention is provided. Once identified for their need, students may be referred to the related arts team for intervention during a Response to Intervention (RTI) group. Another avenue for these struggling students is after school tutoring, offered throughout the school by teachers in all grade levels.

Because of the high proficiency levels, the instructional needs of students that have quickly mastered the material are of equal importance. The data from assessments is also used to drive the creation of enrichment instruction. This instruction is vital in advancing students in both growth and proficiency level.

In order to share the responsibility and keep all stakeholders involved in the learning process, communication of current expectations and performance is shared with both students and families. Regular reports of progress are provided to parents. Mid-nine week progress reports as well as regular report cards each nine weeks are sent home to parents. Students' current scores and mastery on Classworks are also provided for parents each semester.

Teachers make extensive efforts to be available to parents and keep open communication. Teachers maintain websites with current instructional materials and contact information. Parent/teacher conferences are conducted each fall and spring. Teachers are available through email and regularly contact parents with any academic concerns. The data collected always serves as a focus in communicating the strengths and needs of students with their parents.

Students are made responsible for their own learning and success. TCAP contracts are created for each student, stating their previous year's Norm Curve Equivalent (NCE) in each subject area along with a personal goal. Rewards for reaching these goals include lunch out at a restaurant and a certificate awarded by the principal. Students are encouraged to memorize their goals. When randomly selected, students that remember their goals also receive a reward. These contracts are sent home and shared with parents, as well.

The importance of these assessments is shared with students during assemblies and individual conferences. Parents are informed of these expectations during Parent Teacher Organization (PTO) meetings. The Shelbyville Times Gazette provides information to the community concerning awards and accomplishments, such as the status as a Tennessee Reward School, representing the top 5% in both achievement and growth.

Not only do the principal and teachers at Thomas Magnet School recognize the significance of using data to drive instruction, they also realize that all faculty, parents, and community members must work together to accomplish and then celebrate these goals.

3. Sharing Lessons Learned:

The TMS faculty regularly engages in sharing their skills with other members of the educational community. Both the principal and teachers participate in a variety of experiences to share the knowledge that has been gained through our growth.

Teachers from TMS are regularly called upon to serve on district curriculum development teams. Their tasks have included creating pacing guides, developing curriculum maps, engaging in discussions related to the transition to Common Core State Standards (CCSS), and textbook evaluations. By serving in these capacities, they help shape the direction of instruction throughout the district.

Teachers also participate in district level Professional Learning Communities (PLCs) that meet throughout the school year. In these PLCs, teachers from every school in each grade or department meet together. Difficulties with certain curriculum standards and different methods to achieve student performance in these areas are discussed. Also, adjustments in curriculum maps and their implementations are explored.

In an effort to model this same professional collaboration, the principal attends monthly PLCs as well. In these meetings, principals share new program implementations, discuss curriculum changes, and brainstorm about improvements that can be shared among schools. In addition to these district level meetings, the principal attends regional Principal Study Council meetings. This allows for networking and sharing among the principals within the region. Information concerning statewide initiatives and policies is also presented, with a constant focus on improving instruction and student learning.

In addition to the district and regional opportunities, teachers participate in a variety of other collaborative projects where they share their knowledge and learn new, innovative ways to increase student success. Teachers have participated in initiatives such as a STEM (Science, Technology, Engineering, and Math) grant, UMath, and various writing workshops, all in conjunction with Middle Tennessee State University.

Thomas Magnet School teachers and administrators are constantly seeking new opportunities to learn and share successful strategies.

4. Engaging Families and Communities:

One of the keys to the success of TMS is an overwhelming amount of support from the families and community. Frequently, parents and grandparents are visible throughout the building and classrooms. These volunteers assist teachers with lesson preparations, student assessments, and enrichment clusters. The warm, inviting culture of TMS welcomes the support of all members of the community and the open door policy is crucial to maintaining this.

The Parent Teacher Organization (PTO) at TMS provides an open forum for parents, teachers, and the principal to discuss the current needs and concerns expressed by all parties. The PTO is very active and large in number, averaging around 50 parents each meeting. Meetings are held monthly, where the principal communicates all upcoming events, information on curriculum changes, and requests for assistance in the forms of financial or volunteer support. The PTO provides support to the school by supplying food for the teachers during parent/teacher conferences, assisting with fundraisers, organizing volunteers for special events, and generously providing the faculty with gifts during Teacher Appreciation Week. They also send out regular email updates to all parents on the PTO mailing list, keeping them informed of activities within the school.

The local newspaper, The Times Gazette, assists in sharing information with the local community regarding the happenings at TMS by regularly publishing pictures and stories that demonstrate TMS's goal of service to the community. Last year at Christmas, the paper highlighted the lap quilts made by Student Council members for residents at local nursing homes. The Times-Gazette also regularly publishes announcements to inform the public of the school's open house, Veteran's Day program, and the admission process for the school.

Power Announcement, the district's parent alert system, is used by the principal to keep parents informed about programs and activities at TMS. The principal regularly sends out phone messages to parents, reminding them of PTO meetings, special programs, and emergencies such as inclement weather. This tool is vital in keeping parents informed of pertinent information.

Thomas Magnet School believes that the community is essential in educating and supporting our students. These relationships are always a focus in the decisions made at the school level.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

TMS provides a multi-faceted program in order to provide students with many opportunities to master the essential state standards. The instruction that takes place in reading/language arts, mathematics, science, social studies, art, music, and physical education is guided primarily by the standards set forth by the Tennessee Department of Education (TDOE), along with curriculum maps in reading/language arts and mathematics that have been developed by the district in conjunction with Learning Focused. As Tennessee has adopted the Common Core State Standards (CCSS), Bedford County Schools has created a timeline for full implementation of these standards, vastly changing the face of the curriculum at all levels. By embracing this shift, Tennessee has committed to a smaller number of standards, but with a much deeper understanding of them.

In making the change to CCSS, Tennessee has focused on three instructional shifts in reading/language arts. The standards rely on building knowledge through content-rich nonfiction, reading, writing, and speaking grounded in evidence from text, and regular practice with complex text and its academic language. In order to meet the more rigorous demands of these instructional shifts, each student receives a minimum of ninety minutes of instruction in reading/language arts. Other curriculum areas also serve to supplement this literacy instruction and provide additional exposure to nonfiction in the content areas.

Mathematics standards have also been adjusted as the state focuses on transitioning to CCSS. The instructional shifts for mathematics are to strongly address the Focus standards (identified by the state in each grade level), coherence (thinking across grades and link to major topics within grades), and rigor in pursuing conceptual understanding, procedural skill and fluency, and application. TMS teachers use math tasks, calendar math, and Singapore mathematic strategies to achieve the rigor needed to meet CCSS. All students at TMS also receive ninety minutes of mathematics instruction, with cross-curricular applications in other disciplines.

The Tennessee Science Curriculum Framework for kindergarten through fifth grade focuses on three embedded conceptual strands. Inquiry, technology and engineering, along with mathematics are to be fully integrated throughout every content area in the Conceptual Framework. The rigor of the science curriculum in Tennessee has also escalated, as evidenced by the state performance indicators in grades three through five.

The social studies curriculum set forth by the Tennessee Department of Education focuses on both process standards and content standards. The foundation of the curriculum standards includes the four process standards: communication, data analysis, historical awareness and acquiring information and six content standards: culture, economics, geography, government and civics, history and individuals, groups, and interactions. The goal of the social studies curriculum is to equip students with the skills they need to be successful in school and in the workplace.

Through physical education classes, students at TMS are exposed to a variety of activities that increase their knowledge and experience of working collaboratively as well as in developing motor skills, and learning about healthy life choices. The physical education curriculum is built specifically to meet the state standards.

Both art and music are provided for all students at TMS. Although there are no statewide assessments in the area of the fine arts, TMS programs are based on the national standards for that discipline. The curriculum in the fine arts serves to reinforce core curriculum standards and enrich each student's educational experience.

2. Reading/English:

Reading is a primary focus of instruction at TMS. All students in the building are provided with a minimum of ninety minutes of instruction in reading each day. This instruction at the primary level is vital to the success of a well-rounded student.

Kindergarten students at TMS receive instruction using Cambium Learning's ReadWell program. The ReadWell curriculum focuses on establishing a foundation built on the five pillars of reading. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are taught through this research-based program. Students learn songs, rhymes, and chants in whole group instruction. Basic letter recognition, letter sounds, basic sight words, and concepts of print are taught during this segment of the reading block. Weekly assessments are administered to ensure student mastery and retention of these fundamental skills. The small reading group instruction is taught through flexible grouping and plans that are focused on mastery of basic reading skills, rather than extensive coverage of the units. The curriculum offers multiple entry points where students are placed, allowing them to receive instruction that is most appropriate for their current reading levels and background knowledge. These small groups move at varying paces which may be adjusted to suit the needs of the individual groups.

Students in first and second grade utilize the Scott Foresman Reading Street basal reader. Phonics skills are supplemented with the Saxon Phonics program to ensure that a cognitive awareness of phonics and phonemic awareness is developed. Word families are introduced and each grade level builds upon them. Reading, both non-fiction and fiction, is essential to the reading foundation and informational text lessons begin in the second grade, building in complexity as the grade levels progress. Students continue informational text and research skills in the content areas, especially in grades three through five. Curriculum maps created for Bedford County Schools are used to assist with the coverage of skills.

The Accelerated Reader (AR) program is utilized in grades one through three. The STAR Reading Enterprise Assessment is used to determine the appropriate independent and instructional reading levels for each student. The AR program determines reading comprehension and supplements the current curriculum.

Small reading groups are utilized in every grade level to ensure that students with reading levels significantly above grade level are challenged and students in need of remediation receive appropriate instruction. These small groups are conducted during the regular reading instruction and during enrichment times, when needed.

3. Mathematics:

Mathematics at TMS is also taught in a minimum of ninety minute instructional blocks. TMS currently uses the Math In Focus curriculum which is the adopted series for the district. This curriculum blends a mix of traditional mathematical practices and strategies with the Singapore method. This mathematics series begins in kindergarten and builds comprehensively in each grade level to solidify students' knowledge and application of the mathematical skills.

A daily calendar is used to ensure students' understanding of basic concepts. Patterns, making predictions, and real world applications of mathematical practices are reviewed in a whole group setting each day. This cumulative process increases in complexity throughout the year and by each grade level. Kindergarten students focus on numbers one through ten. A conceptual understanding of these numbers and their relationships is essential for the progression of the mathematic skills. Number relationships and bonds are a primary focus in kindergarten. Use of manipulatives and multiple applications of the mathematical processes ensure student understanding.

As students progress in grades three through five, the ability to understand and explain multiple pathways to a solution becomes a greater focus. All students in the state of Tennessee in grades three through eight now take the Constructed Response Assessment (CRA). This assessment is administered in the fall and again in the winter. These first two tests are used as formative assessments to determine student understanding of that grade's focus standards. Teachers utilize math tasks several times a month to challenge students and gauge their progress toward deeper mathematical understanding and metacognition.

Small groups are utilized in math classes at all grade levels. These groups are essential in providing both remediation and extension for students that need additional instruction. Study Island is an internet-based, standards-driven program that is utilized in grades three through five as a supplement for all students. Response to Intervention (RTI) groups are conducted by related arts teachers and after school tutoring is offered for students who need additional support or enrichment.

4. Additional Curriculum Area:

There are a variety of curricula at TMS that supplement the holistic education of each child. These additional programs provide each child with an opportunity to experience different ways of thinking and learning. It is the school's goal that all programs work together to ensure the personal success of each student through a variety of means.

The related arts team at TMS plays a vital role in the success of all curricula. The teachers teach their own state curriculum standards but also incorporate skills from the classroom where students may need additional support. This cross-curricular collaboration allows students to learn the same skills from a different, hands-on approach that may be more suited to their learning style. For instance, the visual art teacher integrates creating and differentiating various degrees of angles in a fifth grade art project. The physical education teacher regularly incorporates team building, mathematics, reading skills, writing, and Paideia style discussions into his lessons. The media specialist also supports the reading curriculum by reinforcing genres of literature, basic research and writing skills, and overall literacy.

The Science and Social Studies curriculum has proven essential to the success of each student, as well. Informational text and rich non-fiction, science projects, civic projects, and hands-on learning are prevalent in these subject areas. These curricula reinforce the overall progress towards literacy.

The enrichment program and afterschool clubs at TMS are aligned with all areas of the curriculum. Academic clubs such as a newspaper, Science Club, Story Time, Choir, Art Club, and Drama Club are conducted by teachers volunteering their time. These clubs reinforce the academic standards and allow for additional support. Additionally, enrichment clusters are selected by students each spring. During these special sessions, students engage in activities and learning that are most appealing to them, such as cake decorating, baseball, sewing, woodworking, and a variety of other topics, all generated by the students.

Regardless of the supplemental curriculum, all areas serve to strengthen the core curriculum and foster student success.

5. Instructional Methods:

TMS implements a variety of instructional programs and methods to ensure that the needs of each student are met. Teachers meet during Professional Learning Communities to discuss performance of students and share effective strategies to maximize student achievement.

The Tennessee Educators Acceleration Model (TEAM) allows teachers to focus on specific aspects of their instructional delivery and implementation of teaching strategies. Through teacher observations and reflections, the principal and teachers are able to discuss the strengths of instruction, as well as areas that

can be improved. Teachers utilize videos from the National Institute for Excellence in Teaching (NIET) that address individual components of their teaching according to the TEAM rubric. This rubric has narrowed the focus of strategies and methods that enhance instruction.

Students in grades three through five are departmentalized, with a teacher for each subject area. These grade levels are divided into ninety minute blocks of instruction. Within classes and subject areas, students are grouped flexibly by performance. State mandated testing, benchmarks, and formative assessments are used to determine the most appropriate placement for each individual student. This grouping allows for acceleration of students moving at a quicker pace and provides remediation for students that need additional assistance.

Technology is heavily integrated into the curriculum. A stationary computer lab, four mobile computer labs, and iPods and iPads are utilized to enhance student learning. A Promethean Board is provided in every classroom throughout the building to enhance instruction and provide hands-on learning for students.

Any students that are identified as struggling learners are provided remediation through a variety of sources. Response to Intervention (RTI) groups are held in the afternoons by related arts teachers to assist students with mastery of skills. Most teachers also volunteer their time to provide after school tutoring. This community approach allows students to reach their full potential and give their own personal best performance.

6. Professional Development:

Thomas Magnet School approaches the education profession as one of life-long learning. As a magnet school, the faculty constantly seeks innovative strategies and methods to implement within the school to meet the unique needs of the students. Not only does the faculty strive to maintain current knowledge of best practices, but also researches and employs pioneering programs and strategies.

Paideia Socratic Seminars are one type of strategy that are conducted throughout the school. Before adopting this methodology, a team of teachers visited another Paideia School to explore its implementation. Extensive professional development on the Paideia Socratic Seminars has been provided for the faculty by a facilitator from the National Paideia Center, including seminars for the faculty and parents. Seminars are conducted school-wide every two weeks by every educator in the building, including the principal. The evidence of these higher order thinking skills and heightened awareness of communication can be witnessed in daily lessons, as well.

TMS has utilized Staff Development by Vanderbilt Programs for Talented Youth, sending teachers to obtain additional methods of reaching high-achieving learners. Resources such as *Jacob's Ladder* that compliment current curriculum and Paideia methodology have been introduced and integrated into instruction based upon this professional development.

Professional development at the state and district level focuses on initiatives related to changes by state initiatives related to First to the Top. Bedford County's Core Conference offers breakout sessions related to incorporating technology in the classroom, implementing Common Core State Standards, and differentiated instruction. The Tennessee Department of Education provides Common Core Training. TMS representatives attend these meetings and then share the information with their colleagues.

As a supplement to professional development from the State of Tennessee, instructional coaches who are funded through Federal Programs in Bedford County, meet with teachers regularly to communicate pertinent state and district level initiatives. Coaches both observe and model, providing any support needed to ensure teacher and student success.

Thomas Magnet serves as a leader in the educational community and district by constantly striving for programs to meet the needs of every learner.

7. School Leadership:

Thomas Magnet is truly driven by a shared vision within the school. Based on the Jim Collin's *Good to Great* bus analogy, the principal serves as the driver of "the bus." The principal is responsible for hiring and managing staff, creating team structures and committees within the building, working directly with the Parent Teacher Organization, managing the school's budget and fundraising, and keeping abreast of any instructional or legal implementations that need to take place.

Teachers serve as leaders in their own capacity, but the school's Leadership Team, in particular, plays a vital role by informing and driving the decisions made within the school. This team consists of one member from each grade level or department. These representatives also serve as PLC leaders. The Leadership Team receives input from their colleagues and disseminates pertinent information in an effort to keep open communication between the administration and faculty. Leadership roles rotate each year, allowing all teachers within the school to have a significant voice in shaping the direction of the school.

As the focus of education is evolving, the principal strives to stay current in educational practices. When new information is available for administrators, such as the Common Core Leadership Course (CCLC), the principal engages in learning and researching these initiatives, then provides professional development for the teachers and faculty. The implementation of the Tennessee Educators Acceleration Model (TEAM) has encouraged increased focus on student learning and shared communication about the expectations for research-based classroom instruction. These tools have encouraged the evolution of instruction in the classroom to meet the new Common Core State Standards.

The Thomas Magnet School principal attempts to engage in interaction throughout the school as much as possible, both academically and socially. In an effort to establish a positive culture within the school community, the principal is visible to students and parents at both arrival and dismissal. Performance contracts are established for individual students for state mandated testing. The principal meets with each student individually to set goals for their performance and to sign an official contract. This focus on academics and relationships is vital to the community mindset at Thomas.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: TCAP

Edition/Publication Year: 2010, 2011, 2012 Publisher: 2010 CTB/McGraw-Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Proficient & Advanced	98	85	80		
Advanced	65	28	39		
Number of students tested	58	58	60		
Percent of total students tested	98	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	100	87	81		
Advanced	81	23	43		
Number of students tested	21	31	21		
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	4	9	4		
3. Hispanic or Latino Students					
Proficient & Advanced	100		73		
Advanced	91		27		
Number of students tested	11		11		
4. Special Education Students					
Proficient & Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. 3rd grade data is not available for 2008 and 2009, as 3rd grade was added at Thomas in August of 2009.

13TN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: TCAP

Edition/Publication Year: 2010, 2011, 2012 Publisher: 2010 CTB/McGraw-Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
Proficient & Advanced	95	69	75		
Advanced	37	19	28		
Number of students tested	58	58	60		
Percent of total students tested	98	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	100	65	81		
Advanced	29	16	19		
Number of students tested	21	31	21		
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked		
Advanced	Masked	Masked	Masked		
Number of students tested	4	9	4		
3. Hispanic or Latino Students					
Proficient & Advanced	100	Masked	82		
Advanced	27	Masked	18		
Number of students tested	11	9	11		
4. Special Education Students					
Proficient & Advanced	Masked				
Advanced	Masked				
Number of students tested	2				
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. 3rd grade data is not available for 2008 and 2009, as 3rd grade was added at Thomas in August of 2009.

13TN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: TCAP

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: 2008-2010 CTB/McGraw-Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	95	76	68	88	93
Advanced	48	35	24	23	26
Number of students tested	58	71	58	293	287
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	94	81	67	85	92
Advanced	56	46	21	16	18
Number of students tested	31	26	23	206	199
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	87	96
Advanced	Masked	Masked	Masked	11	17
Number of students tested	7	7	6	47	47
3. Hispanic or Latino Students					
Proficient & Advanced	Masked	70	Masked	91	96
Advanced	Masked	50	Masked	25	26
Number of students tested	8	10	9	77	73
4. Special Education Students					
Proficient & Advanced				56	80
Advanced				9	8
Number of students tested				34	39
5. English Language Learner Students					
Proficient & Advanced				91	96
Advanced				9	11
Number of students tested				43	46
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. Year three indicates the first year of assessment based upon the standards revision.

13TN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: TCAP

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: 2008-2010 CTB/McGraw Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	95	82	80	88	86
Advanced	34	30	19	26	35
Number of students tested	58	71	58	293	285
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	97	85	83	86	82
Advanced	38	27	13	18	26
Number of students tested	31	26	23	206	198
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	85	89
Advanced	Masked	Masked	Masked	11	30
Number of students tested	7	7	6	47	47
3. Hispanic or Latino Students					
Proficient & Advanced	Masked	90	Masked	86	72
Advanced	Masked	30	Masked	20	31
Number of students tested	8	10	9	77	72
4. Special Education Students					
Proficient & Advanced				56	92
Advanced				12	13
Number of students tested				34	39
5. English Language Learner Students					
Proficient & Advanced				84	59
Advanced				9	7
Number of students tested				43	44
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. Year three indicates the first year of assessment based upon the standards revision.

13TN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: TCAP

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: 2008-2010 CTB/McGraw-Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	96	90	67	92	93
Advanced	61	46	34	34	41
Number of students tested	70	64	62	293	266
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	92	82	67	89	90
Advanced	68	49	33	24	31
Number of students tested	25	28	29	207	184
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	87	85
Advanced	Masked	Masked	Masked	23	18
Number of students tested	5	6	4	52	34
3. Hispanic or Latino Students					
Proficient & Advanced	91	77	64	89	91
Advanced	9	23	29	33	29
Number of students tested	11	12	13	72	68
4. Special Education Students					
Proficient & Advanced		Masked	Masked	72	76
Advanced		Masked	Masked	6	19
Number of students tested		2	1	36	37
5. English Language Learner Students					
Proficient & Advanced				74	82
Advanced				3	9
Number of students tested				31	33
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. Year three indicates the first year of assessment based upon the standards revision.

13TN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: TCAP

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: 2008-2010 CTB/McGraw-Hill 2011-2012 Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	96	93	76	89	89
Advanced	36	36	21	30	30
Number of students tested	70	64	58	293	266
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	96	85	76	87	85
Advanced	36	30	24	21	22
Number of students tested	25	28	23	207	184
2. African American Students					
Proficient & Advanced	Masked	Masked	Masked	94	85
Advanced	Masked	Masked	Masked	23	15
Number of students tested	5	6	4	52	34
3. Hispanic or Latino Students					
Proficient & Advanced	0	69	79	82	81
Advanced	0	23	21	22	18
Number of students tested	11	12	13	72	68
4. Special Education Students					
Proficient & Advanced			Masked	75	68
Advanced			Masked	8	8
Number of students tested			2	36	37
5. English Language Learner Students					
Proficient & Advanced				61	
Advanced				0	
Number of students tested				31	33
6.					
Proficient & Advanced					
Advanced					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
000 represents data that was masked because less than 10 students were tested. Year three indicates the first year of assessment based upon the standards revision.